

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 1  
Elementary Level  
**AUGUST'S CHARACTER CONNECTION:**  
AWARENESS AND PERCEPTION

## BE AWARE Learn to recognize bullying

Bullying is a serious issue affecting our schools today. The best way to deal with this issue is to educate everyone involved—students, parents, and teachers—about bullying and what each person can do to prevent and stop it. Your child's *Raising Respect: Take a Stand Against Bullying* planner from Premier™ explores key information about bullying each month and gives students the tools they need to feel confident, stand up for themselves and their peers, seek help when they need it, and conquer the bullying problem.

During August, we are focusing on our awareness and perception of bullying. You can help your child become aware of the prevalence of bullying and sharpen his or her ability to distinguish between bullying and teasing behavior. Use the tips and tricks below to get started!

### Tips and Tricks

- Discuss bullying incidents among acquaintances, in the news, or from your child's own experiences. You may have a bullying incident from your childhood to share. Encourage your child to share his or her feelings about bullying.
- Use the scenarios presented in this newsletter to discuss the differences between bullying and teasing.
  - According to [www.stopbullying.gov](http://www.stopbullying.gov), **bullying** behavior is aggressive, repeated over and over again, involves one person exerting power over another person, and presents a problem that is not easy to solve.
  - **Teasing** is non-aggressive behavior in which the intent is to gain a closer social connection, not to harm another person. With teasing, everyone feels safe and is free to express an opinion. This differs from **taunting** which is meant to hurt feelings and involves an imbalance of power among the participants.
- Think about your interactions as a family. Try to keep in mind that your child often treats others the way he or she has been treated.

### Table-Talk Topics

- What is bullying?
- What is teasing?
- Is it okay to tease other people?

**1** OUT OF EVERY **4**  
US students is regularly bullied.

### Plan and Practice

Present the following scenarios to your child:

# RAISING RESPECT

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Elementary Level  
**AUGUST'S CHARACTER CONNECTION:**  
AWARENESS AND PERCEPTION

- You are sitting with your friend who is a [boy or girl, opposite of your child]. Another friend comes up and says, "You have a [boy/girlfriend]! Are you in love?"
- You are finishing a test. The student next to you asks you for the answers. This is the third time this student has asked to copy your work.
- A student in your class has started a rumor that you still wet the bed.

For each scenario, ask:

- Is this bullying?
- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

### Learn More!

For information on bullying laws and school prevention policies visit:

- <http://www.stopabully.ca/>
- <http://www.stopbullying.gov/>
- <http://www.violencepreventionworks.org/public/index.page>

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 2  
Elementary Level  
**SEPTEMBER'S CHARACTER CONNECTION:**  
EMPOWER, DEPENDABLE, ACCOUNTABLE, INITIATIVE

## BE PREPARED Get the facts about bullying

During September, we are learning about the three types of bullying and the three different roles people play in bullying situations. You can help your child recognize bullying by explaining the different types of behavior and the roles of the people involved. Use the tips and tricks below to get started!

### Tips and Tricks

- Discuss the types of bullying with your child and ask him or her to give you an example of each:
  - **Physical bullying:** Hurting other people or their property.
  - **Verbal bullying:** Name calling or threatening other people.
  - **Social bullying:** Spreading rumors, deliberately excluding and/or alienating other people (includes cyberbullying).
- Ask your child to think of a time he or she has fit into any of these roles:
  - **Bully:** Someone who repeatedly exercises power over other people, resulting in physical, emotional, or social harm.
  - **Victim:** Someone who is the target of a bully.
  - **Bystander:** Someone who sees bullying happen.
- You can **empower** your child to take a stand against bullying by making sure your child knows that he or she can **depend** on you to:
  - Be proactive when your child comes to you with a bullying report.
  - Be understanding and helpful, rather than judgmental, if your child has bullied someone else.

### Table-Talk Topics

- Have you ever been bullied?
- Do you know someone who is a bully?
- Have you ever seen someone being bullied?

**77%** OF US STUDENTS  
have been bullied mentally, verbally, or physically.

### Plan and Practice

Present the following scenarios to your child:

- You are on the playground and notice a group of kids surrounding another student. The group is playing “keep away” with the student’s hat.
- There is a kid in your class that used to call you names when you were in kindergarten together. Your best friend tells you he or she is inviting that kid to a party. You are tempted to ask your best friend not to invite that person.

# RAISING RESPECT

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FAMILY NEWSLETTER ISSUE 2  
Elementary Level  
**SEPTEMBER'S CHARACTER CONNECTION:**  
EMPOWER, DEPENDABLE, ACCOUNTABLE, INITIATIVE

For each scenario, ask:

- Is this bullying?
- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

### Learn More!

Check out these resources to learn more about how to help your child be prepared to deal with bullying in school and beyond:

- *The Bully, the Bullied, and the Bystander*  
by Barbara Coloroso
- *Bullyproof Your Child for Life*  
by Joel Haber and Jenna Glatzer
- <http://www.ncpc.org/topics/bullying/what-parents-can-do>

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 3  
Elementary Level  
**OCTOBER'S CHARACTER CONNECTION:**  
DIVERSITY, TOLERANCE, RESPECT, INDIVIDUALITY, CONFIDENCE.

## BE UNIQUE It's okay to be different

During October, your child is learning about living in a multicultural society, behaving with respect and tolerance toward everyone, and having confidence in his or her individuality. Help your child understand the importance of celebrating our society's diversity and treating everyone around us with kindness. Start a discussion using the tips and tricks below!

### Tips and Tricks

- To begin, ask your child to complete this exercise:
  - Write down five things about yourself that make you proud.
  - Write down five things about each member of our family that make you proud of that person.
- Then, ask your child:
  - Are the five things you wrote down the same for each person?
  - If I said I wanted to change so that I was exactly like you, what would you say to me?
  - How do you feel about people who are very different from you?
  - What would the world be like if everyone was exactly the same?

### Table-Talk Topics

- What are some things that all people have in common?
- Think about two of your friends. In what ways are your friends the same as each other? In what ways are they different?
- Have you ever witnessed someone being bullied or made fun of because he or she looks or acts in a different way?

### Plan and Practice

Present the following scenarios to your child:

- Your teacher asks everyone in your class to wear a blue shirt to school on Monday. You were absent on Friday and didn't hear the assignment. You wear a red shirt on Monday. The rest of the class spends the day laughing at you for wearing a red shirt. One kid tells you that you "don't belong in our class" because you have on a red shirt.
- There is a child with autism in your class. She sometimes talks to herself and flaps her hands. Your friend tells you privately that he thinks this student is weird and he doesn't want to be friends with her.

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**OCTOBER'S CHARACTER CONNECTION:**  
DIVERSITY, TOLERANCE, RESPECT, INDIVIDUALITY, CONFIDENCE.

For each scenario, ask:

- Is this bullying?
- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

**160,000** US  
students miss school each day due to bullying.

### Learn More!

Check out these resources to learn more about tolerance and respect in the classroom and the value of self-confidence:

- *Asperger Syndrome and Bullying: Strategies and Solutions*  
by Nick Dubin
- *The Power of Validation: Arming Your Child Against Bullying, Peer Pressure, Addiction, Self-Harm, and Out-of-Control Emotions*  
by Karyn D. Hall and Melissa Cook
- *The ADHD Workbook for Kids: Helping Children Gain Self-Confidence, Social Skills, and Self-Control*  
by Lawrence Shapiro

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 4

Elementary Level

**NOVEMBER'S CHARACTER CONNECTION:**  
ACCEPTANCE, EMPATHY, KINDNESS, COMPASSION

## BE COMPASSIONATE

Bullying affects everyone

During November, we are talking about the emotional impact of bullying. Bullying has been shown to have negative emotional consequences that last for years after the bullying takes place. This applies to everyone involved in the bullying, whether as the bully, a victim of the bully, or a bystander who witnessed the bullying. Discuss your child's feelings about bullying and the importance of taking a stand to stop it. Use the tips and tricks below to get started!

### Tips and Tricks

- Everyone wants to feel accepted. Sometimes, people bully to gain **acceptance** from their peers. Your child can help stop bullying by refusing to witness or participate in bullying. Explain that your child can:
  - Say "NO" if pressured to join in with bullying behavior.
  - Ask the victim to walk away with him or her.
  - Report the bullying to an adult.
- **Empathy** means understanding the feelings of other people. Make a habit of asking your child to identify his or her emotions in different situations. Once your child is comfortable with this, ask him or her to judge which emotions other people are experiencing by considering body language, words, tone of voice, and by placing him or herself in the other person's shoes.
- Remind your child that making a daily choice to be kind to others goes a long way toward creating an accepting environment in which everyone feels comfortable. Victims of bullying are more likely to seek help from a peer or an adult if they believe they will be treated with **compassion**.

### Table-Talk Topics

- Why do you think people bully?
- How do victims of bullying feel?
- What can you do to help victims of bullying?

**85%** OF BULLYING  
is observed by other people.

### Plan and Practice

Present the following scenarios to your child:

- There is an overweight child in your class. During physical education and on the playground, he has trouble keeping up with the rest of your class. When it is time to select teams for a game, the captains never pick this student. Today, you are a captain. The rest of your team is urging you to not choose this student.

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FAMILY NEWSLETTER ISSUE 4

Elementary Level

**NOVEMBER'S CHARACTER CONNECTION:**  
ACCEPTANCE, EMPATHY, KINDNESS, COMPASSION

- There is a child in your school with a severe allergy to peanuts. She sits at a “peanut-free” table in the cafeteria. Other students are allowed to sit there if they have peanut-free lunches. The allergic student sits alone every day because no one wants to go to the “trouble” of packing a safe lunch.

For each scenario, ask:

- Is this bullying?
- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

### Learn More!

Check out these resources to learn more about how to prevent and stop bullying:

- *When Your Child Is Being Bullied*  
by J.E. DiMarco and M.K. Newman
- <http://www.solutionsforbullying.com/>
- <http://www.stopbullyingnow.com/parents.htm>



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## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 5  
Elementary Level  
**DECEMBER'S CHARACTER CONNECTION:**  
RIGHTS AND RESPONSIBILITIES

## BE RESPONSIBLE

No one has the right to bully

During December, your child is examining his or her rights and responsibilities as a student, friend, family member, teammate, and citizen. Help your child understand these principles using the tips and tricks below.

### Tips and Tricks

- Together with your child, discuss the following questions about student **rights** and **responsibilities**:
  - Does everyone in your school have the same **rights** that you do?
  - What can you do to make sure that everyone's **rights** are respected?
  - Who can you ask for help if your **rights** are being compromised?
  - Why is it YOUR **responsibility** to report bullying to an adult?
  - What is the difference between tattling and reporting?
  - Who should you report bullying to? (Create a list of names.)
- Your child's understanding of responsibility begins at home. Set up a chore chart with simple jobs such as setting the table or making the bed and other duties such as completing homework. This will help your child comprehend the importance of fulfilling personal responsibilities every day and give him or her a sense of accomplishment for being a productive member of your household.

### Table-Talk Topics

- What are the rights of victims of bullying?
- What are the responsibilities of bystanders in a bullying situation?
- If you reported bullying to an adult, what action would you expect him or her to take?

### Plan and Practice

Present the following scenarios to your child:

- Your friend is having a pool party for his birthday. He tells you he is thinking about not inviting a student in your class who uses a wheelchair. He explains that the student "wouldn't be able to swim anyway." He is inviting everyone else in your class. He asks if you agree with his decision.

**50%** OF BULLYING  
incidents are not reported.

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

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FAMILY NEWSLETTER ISSUE 5  
Elementary Level  
**DECEMBER'S CHARACTER CONNECTION:**  
RIGHTS AND RESPONSIBILITIES

- Your friend wrote a note to another student. The note says mean things about the student's appearance. The student who received the note turned it in to your teacher. Now your teacher wants to know who wrote the note.

For each scenario, ask:

- Is this bullying?
- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

### Learn More!

Check out these resources to learn more about taking responsibility and standing up for everyone's rights in bullying situations:

- *The Bully Action Guide: How to Help Your Child and Get Your School to Listen*  
by Edward F. Dragan
- *The Everything Parent's Guide to Dealing with Bullies*  
by Deborah Carpenter and Christopher J. Ferguson
- <http://www.mcgruff.org/#/Main>

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 6  
Elementary Level

**JANUARY'S CHARACTER CONNECTION:**  
MOTIVATION, COURTESY, FAIR, HONEST, DILIGENT

## BE CONNECTED Break the cycle of cyberbullying

This month we are exploring the topic of cyberbullying. All forms of communication technology have been used to cyberbully. These include phone calls, texts, e-mail, social-networking sites, and other websites. Help your child prevent and deal with cyberbullying using the tips and tricks below.

### Tips and Tricks

- Set up house rules for the Internet. You may want to include:
  - Never share personal information over the Internet.
  - Tell your parent(s) about all websites you visit.
  - Tell your parent(s) about all usernames and passwords.
  - Never tell anyone else your passwords.
  - Never open an e-mail from a stranger.
  - Practice **courtesy** in all forms of communication.
  - Be **honest** by not inventing or spreading rumors.
  - Be fair by treating others as you would like to be treated.
  - Tell your parent(s) about any messages and website content that make you feel uncomfortable.
- Stay informed about your child's activities. You may want to sign up for accounts with the same websites your child visits.
- Discuss the differences between written language and oral communication. Remind your child that tone of voice and body language are not accessible online. If your child is upset by an unkind message, talk about the **motivation** and meaning behind the words.
- Be **diligent** about cyber-safety! Consider writing and signing a cyberbullying contract with your child. Suggested language for a home cyberbullying contract is below. Personalize and make it your own!

**42%** OF KIDS  
have been bullied online.

### Parent Section:

I am committed to breaking the cycle of cyberbullying. I agree to listen to my child, take steps to prevent or stop any cyberbullying activities I learn about, and refrain from showing disappointment or anger EVEN if my child admits to participating in cyberbullying.

\_\_\_\_\_(Parent signature)

### Student Section:

I am committed to breaking the cycle of cyberbullying. I agree to keep my parent(s) informed about all my online activities and provide a list of all my usernames and passwords. I agree to inform my parent(s) immediately if I see or receive a message that makes me feel uncomfortable or is unkind in any way.

\_\_\_\_\_(Student signature)

# RAISING RESPECT

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FAMILY NEWSLETTER ISSUE 6  
Elementary Level

**JANUARY'S CHARACTER CONNECTION:**  
MOTIVATION, COURTESY, FAIR, HONEST, DILIGENT

### Table-Talk Topics

- What is cyberbullying?
- Have you ever received a message that you thought might be cyberbullying?
- What would you do if you received or saw an unkind message?

### Plan and Practice

Present the following scenarios to your child:

- You received an e-mail that says one of your classmates stole some books from the school library. You can't tell who the e-mail is from or who else received it.
- Several of your friends have accounts at a gaming website. You know your parents consider the games too old for you. Your friend says you are a baby if you don't join the site.

For each scenario, ask:

- Is this bullying?
- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

### Learn More!

Check out these resources to learn more about cyberbullying and staying safe in a high-tech world.

- *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*  
by Sameer Hinduja and Justin W. Patchin
- *The Parent's Guide to Texting, Facebook, and Social Media: Understanding the Benefits and Dangers of Parenting in a Digital World*  
by Shawn Marie Edgington
- <http://www.stopcyberbullying.org/>

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 7  
Elementary Level

**FEBRUARY'S CHARACTER CONNECTION:**  
INCLUSION, COOPERATION, EXCLUSION, UNITY

## BE UNITED

Friend is the opposite of bully

During February, we are exploring the topic of friendship and how to prevent bullying in school and on the playground. Appropriate social interaction is a learned skill. Help your child be prepared with the tips and tricks below.

### Tips and Tricks

- Stay involved in your child's social life. Ask about each part of his or her school day.
- Remind your child that some people have a hard time making new friends. Encourage your child to **include** classmates who are being left out or isolated.
- Role-play social scenarios with your child. Ask your child to practice introductions, conversation starters, and **cooperation** skills.
- Remind your child that it is okay to hang out with your friends, but it is NOT okay to deliberately **exclude** other kids.
- Model appropriate social behavior for your child by performing unexpected acts of kindness for others, treating your family, co-workers, neighbors, and friends with patience and understanding, and always working to make your child feel included, loved, and appreciated as a valued member of your family.
- Encourage your child to join school clubs or volunteer for group projects. The **unity** that results from working toward a common goal is a wonderful way to start a friendship.
- Role-play bullying scenarios with your child. Ask your child to practice responses to bullying as a victim or bystander.

### Table-Talk Topics

- Are there kids in your school who are friends with ONLY their own group (a clique)?
- If so, how does that make you feel?
- Are you open to being friends with everyone?

### Plan and Practice

Present the following scenarios to your child:

- You find out that one of your friends told everyone in your class that you are a liar. You don't know why. Now everyone in your class says that they don't want to be friends with you. You have to sit all alone at lunch and recess.
- There are groups of friends in your class. Usually, you hang out with only the members of your group. You would like to become friends with a kid who is in another group.

**EVERY 7 SECONDS**  
a child is bullied on a school playground.

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

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FAMILY NEWSLETTER ISSUE 7  
Elementary Level

**FEBRUARY'S CHARACTER CONNECTION:**  
INCLUSION, COOPERATION, EXCLUSION, UNITY

For each scenario, ask:

- Is this bullying?
- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

### Learn More!

Check out these resources to learn more:

- *The Unwritten Rules of Friendship: Simple Strategies to Help Your Child Make Friends*  
by Natalie Madorsky Elman and Eileen Kennedy-Moore
- *Little Girls Can Be Mean: Four Steps to Bully-proof Girls in the Early Grades*  
by Michelle Anthony and Reyna Lindert
- *Raise Your Child's Social IQ: Stepping Stones to People Skills for Kids*  
by Cathi Cohen

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 8  
Elementary Level  
**MARCH'S CHARACTER CONNECTION:**  
VALUES, INDEPENDENCE, COURAGE, INGENUITY

## BE INDEPENDENT Don't be bullied into bullying

During March, your child is exploring the connection between bullying and peer pressure. To help your child understand this connection, talk about the different kinds of peer pressure and give examples of each. Use the scenarios in this newsletter as a springboard for discussing how your child should respond to peer pressure and what can happen when you follow the crowd.

### Tips and Tricks

- Peer pressure may be defined as someone your own age pushing you to make a particular choice. There are two types of peer pressure:
  - **Positive peer pressure** occurs when you are influenced by your peers to make a positive choice. For example, a child who is driven to make the honor roll because her best friend made the honor roll during the previous quarter.
  - **Negative peer pressure** is when you are influenced by your peers to make a negative choice. For example, a child who chooses to go to the movies instead of studying for a big test because all of his friends are going.
- Discuss your child's **values**. Explain that these are your child's standards for behavior and should be reflected in the choices he or she makes every day.
- Encourage your child to guard his or her **independence**. Succumbing to peer pressure means that you are allowing other people to make your choices. Remind your child that he or she is responsible for his or her own behavior.
- Explain that resisting peer pressure often requires **courage** and **ingenuity**. By practicing responses ahead of time, your child will be prepared to face difficult situations.

### Table-Talk Topics

- Can you tell me about a time when you experienced peer pressure?
- How did you respond?
- Have you ever felt pressured to bully? If so, what choice did you make?

### Plan and Practice

Present the following scenarios to your child:

- You know you are not allowed to play video games with a "Teen" rating. You are visiting your friend who has several of these games. Your friend tries to get you to play one. He says, "Come on, your parents will never know."
- One of your classmates is always whispering to you and passing notes during class when you are trying to listen to the teacher.

**1 IN 5 STUDENTS**  
admits to participating in bullying.

# RAISING RESPECT

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FAMILY NEWSLETTER ISSUE 8  
Elementary Level

**MARCH'S CHARACTER CONNECTION:**  
VALUES, INDEPENDENCE, COURAGE, INGENUITY

For each scenario, ask:

- Is this bullying?
- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

### Learn More!

Check out these resources to learn more about peer pressure and bullying:

- *Peer Pressure Reversal: An Adult Guide to Developing a Responsible Child*  
by Sharon Scott
- <http://www.pacer.org/bullying/>
- <http://www.thecoolspot.gov/pressures.asp>



# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 9  
Elementary Level

**APRIL'S CHARACTER CONNECTION:**  
CONTROL, ASSERTIVE, LOYALTY, SELF-DISCIPLINE

## BE POWERFUL

Bullies can't control you

During April, we are talking about why people bully and what your child's response to bullying should be. Use the tips and tricks below to begin a discussion about the steps your child can take whether he or she is a victim, bystander, or bully.

### Tips and Tricks

- People bully in order to exert power over other people. They may have low self-esteem and need to **control** others and put them down to feel better about themselves. On the other hand, they may have very high self-esteem and feel that they are better than everyone else and have the right to bully.
- If you are a victim of bullying, you can be **assertive** by standing up straight, making eye contact, and saying, "Leave me alone." You can ignore the bully and walk away from the situation. The most important thing you can do is tell someone: a parent, teacher, or friend.
- If you are a bystander, you can ask the victim to walk away with you, distract the bully and bystanders by suggesting another activity, or say to the bully, "Leave him or her alone." The most important thing you can do is tell someone: a parent, teacher, or friend.
- If you are a bully, you should tell someone, too! Maybe you feel that you can't help your actions or do not know another way to behave. Telling someone, especially a parent or teacher, will get you the help you need to regain your **self-discipline**.

### Table-Talk Topics

- Why do you think people bully?
- If your friend confessed to you that he or she was a bully, what advice would you give to him or her?
- If your friend told you that he or she was being bullied, what would you do?

### Plan and Practice

Present the following scenarios to your child:

- You open the door to go into the communal bathroom at school. Before you step inside, you hear someone threatening another student by saying, "If you don't give me your money, I'm going to put you in this toilet."
- You have been assigned to a group for a project. One member of the group takes control during your first meeting and assigns everyone a job. You have a different idea about how to complete this project, but the other members seem happy to follow the student who spoke up first.

**43%** OF STUDENTS  
Fear being bullied in the school bathroom.

# RAISING RESPECT

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FAMILY NEWSLETTER ISSUE 9  
Elementary Level

**APRIL'S CHARACTER CONNECTION:**  
CONTROL, ASSERTIVE, LOYALTY, SELF-DISCIPLINE

For each scenario, ask:

- Is this bullying?
- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

### Learn More!

Check out these resources to learn more about why people bully and what you and your child can do to help prevent and stop bullying:

- *The Essential Guide to Bullying: Prevention and Intervention*  
by Cindy Miller and Cynthia Lowen
- *A Parent's Guide to Understanding and Responding to Bullying*  
by Arthur M. Horne, Jennifer L. Stoddard, and Christopher D. Bell
- [http://www.nasponline.org/resources/crisis\\_safety/tolerance\\_general.aspx](http://www.nasponline.org/resources/crisis_safety/tolerance_general.aspx)

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 10  
Elementary Level

**MAY'S CHARACTER CONNECTION:**  
JUDGMENT, SAFETY, TRUST, CITIZENSHIP, INSPIRATION

## BE HEROIC

### Step up to end bullying

During May, your child is learning the importance of making the right choices and using his or her words and actions to stand up for others. Bullying will come to an end when everyone makes the right choices. You can help your child step up to end bullying, take a step toward making the world a better place, and, in the process, become a hero. Use the tips and tricks below to get started!

### Tips and Tricks

- Ask your child to define bullying. Explain that when he or she is in a situation, there won't be time to look up a definition or ask for someone else's opinion. That's why it is important for your child to be able to use his or her own **judgment** and recognize bullying as it is happening.
- Remind your child that the best way to ensure everyone's **safety** in a bullying situation is to get a **trusted** adult right away. Go over the list of adults' names you made in December and revise or add to it as needed.
- Explain to your child that the rights of **citizenship** also come with the responsibility to stand up for the rights of others. Role-play some of the bullying scenarios from past Family Newsletters or in your child's Raising Respect planner. Ask your child to explain how he or she would put a stop to the bullying in a safe and responsible manner.
- Help your child create a poster. Write and illustrate the following sentences:
  - I am a role model.
  - I am an **inspiration**.
  - I am a hero.

### Table-Talk Topics

- Do you see yourself as a hero?
- Do you think of yourself as a role model for other children?
- Do you believe that you can inspire change in your school by taking a stand against bullying?

### Plan and Practice

Present the following scenarios to your child:

- There is a student in your class who speaks with a strong accent. One of your friends imitates this student all the time. Your friend is a good mimic, and you can't help but laugh at his imitation.
- There is a student in your class who never knows the answers to questions. She always gets the lowest scores on tests. The rest of the class calls her "Dummy" instead of using her name. This makes you feel bad, and you are thinking about standing up for her.

When a bystander intervenes, bullying stops in  
**10 seconds 57%** of the time

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

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FAMILY NEWSLETTER ISSUE 10  
Elementary Level

**MAY'S CHARACTER CONNECTION:**  
JUDGMENT, SAFETY, TRUST, CITIZENSHIP, INSPIRATION

For each scenario, ask:

- Is this bullying?
- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

### Learn More!

Check out these resources to learn more about helping your child become confident, capable, and heroic:

- *Raising Everyday Heroes: Parenting Children to Be Self-Reliant*  
by Elisa Medhus
- *Cool, Calm, and Confident: A Workbook to Help Kids Learn Assertiveness Skills*  
by Lisa Schab
- <http://kidshelpphone.ca/Kids/InfoBooth/Bullying.aspx>

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

FAMILY NEWSLETTER ISSUE 11  
Elementary Level

**JUNE'S CHARACTER CONNECTION:**  
PRIORITY, COMMITMENT, PERSEVERANCE, INTEGRITY

## BE YOU Refuse to accept bullying

During June, your child is reviewing everything he or she has learned this year about bullying and about making a commitment to end bullying. As the school year draws to a close and your child moves on to a new grade level, he or she will continue to need you to support his or her efforts to take a stand against bullying. Use the tips and tricks below to get started on a bully-free future!

### Tips and Tricks

- Start the discussion by asking your child what he or she has learned about bullying this year.
- Discuss with your child what his or her school would be like if all the students, teachers, and staff took an anti-bullying pledge and fulfilled its **commitment** to behave with **integrity**.
- Consider writing up a family pledge to take a stand against bullying. Ask all the members of your family to participate in creating the pledge. Have everyone sign the pledge and hang it up in your home where everyone will see it.
- Remind your child that this **commitment** will not always be easy, but you will always be available to help. When standing up for what is right becomes a **priority** for your child, and he or she acts with **perseverance** and dedication, he or she can change the world.

### Table-Talk Topics

- What have you learned about bullying this year that surprised you?
- Do you think that using the Raising Respect planner this year has helped to prevent and stop bullying in your school?
- How has your behavior changed as a result of using your Raising Respect planner?

### Plan and Practice

Present the following scenarios to your child:

- You have made a commitment to end bullying and help create a bully-free school. During recess, you see a big kid push a little kid off the swings.
- You are in a big group of kids talking about where each one is going for summer vacation. One kid says his family isn't going anywhere because they can't afford it. Everyone laughs, and one kid says, "You can't afford a vacation? What a loser!"

For each scenario, ask:  
• Is this bullying?

There is no intervention in  
**85%** OF BULLYING INCIDENTS.

# RAISING RESPECT

## TAKE A STAND AGAINST BULLYING

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FAMILY NEWSLETTER ISSUE 11  
Elementary Level

**JUNE'S CHARACTER CONNECTION:**  
PRIORITY, COMMITMENT, PERSEVERANCE, INTEGRITY

- What would you do in this situation?
- How would you feel in this situation?
- Has something like this ever happened to you?

### Learn More!

Check out these resources and share them with your child. You can both learn more about taking a stand and helping to create a bully-free school.

- <http://www.bullypolice.org/>
- <http://www.kidpower.org/>
- <http://www.nea.org/home/NEABullyFreeSchools.html>